



# Career Cluster Resources for Government and Public Administration



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# **Introduction**

## **The States' Career Cluster Initiative**

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The U.S. Department of Education Office of Vocational and Adult Education (OVAE) has identified 16 career clusters representing career opportunities for the 21<sup>st</sup> century economy. These clusters will frame student opportunities as they pursue postsecondary education and a wide range of career opportunities from front-line to professional and managerial careers.

Helping students make their dreams become a reality was the driving force behind the nation's Career Clusters initiative launched June 1, 2001. Twelve lead states and the District of Columbia were partners in the development of the tools supporting eleven career clusters which, when combined with the five clusters that have already been developed, will represent all career possibilities.

The National Association of State Directors for Career and Technical Education Consortium (NASDCTEc) and their Board of Directors assumed leadership for coordinating the project. This in itself was unique for a project of this scope. The Board and the State Directors organization believed that this initiative was of such potential impact on the Career Technical delivery system in the country that they needed to play this leadership role in the project, assuring that the materials had utility in their states once completed. Therefore, the NASDCTEc in conjunction with the State of Oklahoma (the project fiscal agent) prepared and submitted a proposal to OVAE in January of 2001. This proposal was funded at a \$2.2 million dollar level, with expectations of a second year of funding of \$2.5 million. The plan to develop eleven curriculum frameworks was very aggressive, given that each of the prior projects, designed to develop and pilot test materials for a single cluster, had received in excess of \$1 million dollars for their multiyear development work.

The project was designed to establish curriculum frameworks and supportive materials for each cluster, with a broad-based advisory committee for each cluster, led by a state. There was also a National Advisory Committee consisting of members from each of the cluster committees, along with other stakeholders. The National and State Cluster advisory committees were responsible for identifying the frameworks, pathway and foundation knowledge and skills, and other supportive

materials. The committees included representatives from states, schools, education and training, business and industry, associations, and others directly impacted by the materials.

The development of materials for each of the eleven clusters was led by a different state, with business and industry at the helm. The lead states included: Idaho and Iowa (jointly leading the Agriculture, Food and Natural Resources cluster), Pennsylvania (Architecture and Construction), Ohio (Marketing, Sales and Service), North Dakota (Finance), West Virginia (Hospitality and Tourism), South Carolina (Business, Management and Administration), Kentucky (Human Services), Arkansas (Law, Public Safety and Security), North Carolina (Science, Technology, Engineering and Mathematics), Michigan (Education and Training), and Oklahoma and the District of Columbia/Washington D.C. (jointly leading the Government and Public Administration cluster).

The five additional career clusters included Health Science led by the State of Utah, Manufacturing led by the State of Indiana, Arts, Audio Video Technology and Communications led by the V-TECS Consortium, Information Technology led by the Educational Development Center, Inc., and Transportation, Distribution and Logistics Cluster led by the State of Illinois. These clusters plan to complete their work by June 30 of 2003.

To facilitate and coordinate the developmental work of the Cluster Initiative, staff was identified and housed at the Oklahoma Department of Career and Technical Education. The staff consisted of four Cluster Coordinators: Marsha Daves, Greg Dewald, Curtis Shumaker, and Pam Stacey. Additionally, Denise Christy provided research and web development support, Lisa Batchelder provided financial support, and Karan Smith provided administrative support.

Development work for the States' Career Clusters Initiative began June 1, 2001, and the first meeting of lead states, OVAE staff, and cluster staff was held in Oklahoma City in mid-June. At this meeting, project objectives, general direction, timelines, and the initial research goals were identified. This work continued through the fall and winter of 2001 and included the identification of cluster advisory committee members, the development of cluster frameworks based on the prototype cluster models provided by V-TECS, and the identification of occupations and draft pathways along with degrees and certificates associated with the career specialties/occupations in each of the clusters.

In January of 2002, the lead state teams were brought together in Phoenix to begin the process of developing knowledge and skill statements for each of the cluster pathways and foundations. Contracted writers and lead state cluster advisory committee members, depending upon

the decisions of cluster leadership, carried out this work. A part-time editor in Oklahoma provided consistency across the cluster knowledge and skill statements. One concern that was addressed early in the process was the need for a “common look and feel” across the clusters. Ultimately, this was accomplished not only for the eleven clusters in the States’ Career Clusters Initiative, but also through close cooperative relationships between the projects, all the cluster knowledge and skill statements were developed (or retro-fitted) using the same format. This format includes a knowledge/skill statement with associated performance elements and measurement criteria. This format provides the tools needed for curriculum and assessment developers as they take the materials to the classroom.

The National Advisory Committee met in March of 2002, and reviewed the curriculum frameworks, credentials list, and lead state advisory committee memberships and structures, and forwarded those materials to the Executive Committee for the Project. The Executive Committee, made up of the Board of the NASDCTEc, also met in March, approved the materials and discussed the future actions needed to assure implementation of the cluster materials.

Originally, the project was designed for a minimum of two years and was to include the identification of 110 pilot test sites across the country, along with the development of assessments and certifications for the clusters. The Office of Vocational and Adult Education, however, determined in November of 2001 that the goals of the project were “too broad”, and terminated the project as of September 30, 2002.

Development of the products needed for curriculum and assessment was fast-tracked, with the knowledge and skill statements, performance elements and measurement criteria ready for validation by July 15, 2002. This was the result of a major effort of lead state advisory committees and staff responding to the shortened timeline and the need for quality product.

Given the efforts of the developmental teams, cluster advisory committee members were able to review and validate the knowledge and skills and supporting elements. Additionally, a national web-based validation was conducted from July 15 to August 15, 2002. All 50 states were invited to a dissemination meeting held in Charleston, South Carolina Sept 13, 2002, where the materials were distributed to participants for their use in updating their curriculum.

For further information on the status of the materials, go to the web-site, <http://www.careerclusters.org/>.





## **Section I – Pathway Model**





**Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.**

Sample Career Specialties / Occupations	Governance	National Security	Foreign Service	Planning	Revenue and Taxation	Regulation	Public Management and Administration
	President Vice President Governor Lieutenant Governor Mayor Cabinet Level Secretary (Fed./State) Representative (Fed/State) Senator (Fed/State) Assistants, Deputies, and Chiefs of Staff Commissioner (County, Parish, City) Commissioner (State Agency) Congressional Aide Legislative Aide Legislative Assistant Specialist Lobbyist Policy Advisor	National Security Advisor Staff or Field Officer Officer/Specialist: Electronic Warfare Operations Infantry Field Artillery Air Defense Artillery Special Forces Armor Munitions Nuclear Weapons Missile and Space Systems Military Intelligence Signals Intelligence Surface Ship Warfare Officer Submarine Officer Combat Control Officer Combat Engineer Combat Aircraft Pilot/Crew Airborne Warning/Control Specialist Intelligence/Counterintelligence Agent/Specialist Intelligence Analyst Cryptographer	Ambassador Foreign Service Officer: Consular Officer Administrative Officer Political Officer Economic Officer Diplomatic Courier	Business/Enterprise Official Chief of Vital Statistics Commissioner Director (Various Agencies) Economic Development Coordinator Federal Aid Coordinator Census Clerk County Director Census Enumerator Planner Program Associate Global Imaging Systems Specialist	Assessor Tax Auditor Internal Revenue Investigator Revenue Agent/Officer Tax Examiner/Assistant/Clerk Inspector General Tax Attorney Tax Policy Analyst	Business Regulation Investigator Chief of Field Operations Code Inspector/Officer Director Equal-Opportunity Officer Inspector Investigator/Examiner Chief Bank Examiner Bank Examiner Aviation Safety Officer Border Inspector Cargo Inspector Election Supervisor Enforcement Specialist Immigration Officer	City Manager City Council City or County Clerk Court Administrator or Clerk Executive Director/Officer/Associate: Foundation Association Charitable Organization Industrial Foundation Chamber of Commerce General Service Officer Management Analysis Officer Program Administration Officer
Pathways	Cluster knowledge and skills						
	♦ Academic Foundations ♦ Communications ♦ Problem Solving and Critical Thinking ♦ Information Technology ♦ Systems ♦ Safety ♦ Health and Environment ♦ Leadership and Teamwork ♦ Ethics and Legal Responsibilities ♦ Employability and Career Development ♦ Technical Skills ♦ Fiscal Responsibilities						





## **Section II – Cluster Knowledge and Skills**



# Government and Public Administration

## Cluster Knowledge and Skill Statement

### Academic Foundations

**Statement:** *Interpret and apply concepts of geography to perform governmental and public administrative functions.*

**Performance Element:** Use graphic tools and technologies to depict and interpret international, national, state, and local systems.

**Measurement Criteria:** *Use maps and globes to locate places and regions.*

**Measurement Criteria:** *Devise maps, globes, and graphs to gather, analyze and report geographic information.*

**Performance Element:** Analyze and explain information about the human and physical features of places and regions to execute governmental and public administrative functions.

**Measurement Criteria:** *Discuss similarities and differences that emerge among international, national, state, and local communities.*

**Measurement Criteria:** *Interpret the importance of cultural symbols in the planning of government and public administration activities.*

**Measurement Criteria:** *Predict how geographical considerations impact regional change over time.*

**Measurement Criteria:** *Develop plans that integrate the diversity of different international, national, state, and local social and economic environments.*

**Performance Element:** Interpret geographical influences on requirements for international, national, state, and local governments and public administrations.

**Measurement Criteria:** *Interpret the need to exchange goods and services, create population centers, and interact culturally.*

**Measurement Criteria:** *Explain the importance of global networks for communications and transportation.*

**Measurement Criteria:** *Analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity.*

**Measurement Criteria:** *Analyze how conflict and cooperation shape government and public administration.*

**Measurement Criteria:** *Interpret demographic trends to forecast impacts on government and public administration.*

**Statement:** *Interpret and apply concepts of governance to assess functions of government and public administration in society.*

**Performance Element:** Examine concepts of authority, rights, and responsibility to evaluate their impact on government and public administration.

**Measurement Criteria:** *Contrast how various societies have governed themselves.*

# Government and Public Administration

## Cluster Knowledge and Skill Statement

**Performance Element: Evaluate the alignment of institutions of government and public administration with the principles of U.S. and international law to guide policy development.**

**Measurement Criteria:** *Evaluate importance of individuals, public opinion, media, political parties, associations, and groups in forming public policy.*

**Measurement Criteria:** *Describe the significance of diversity in the American political system.*

**Measurement Criteria:** *Recognize tension between constitutional ideals and realities of American political and social life.*

**Performance Element: Examine the levels of government and public administration to establish roles and relationships among federal, state, and local governments.**

**Measurement Criteria:** *Explain the various forms of state and local governments, agencies, and commissions.*

**Measurement Criteria:** *Compare the role of and relationship of federal, state, and local government.*

**Performance Element: Analyze US foreign policy to determine its affect on other countries.**

**Measurement Criteria:** *Analyze the affects of domestic politics on foreign policy.*

**Measurement Criteria:** *Evaluate circumstances in which the United States has politically influenced other nations.*

**Measurement Criteria:** *Evaluate circumstances in which other nations have influenced the politics and society of the United States.*

**Measurement Criteria:** *Examine the purpose and function of international governmental organizations.*



# Government and Public Administration

## Cluster Knowledge and Skill Statement

### Communications

**Statement:** *Select appropriate format to facilitate the flow of ideas and information among government, public administration, the business community, and the general public.*

**Performance Element:** Use communication techniques to stimulate the exchange of government and public administration ideas and information.

**Measurement Criteria:** *Translate complex government and public administration technical information or issues in language appropriate for the audience.*

**Measurement Criteria:** *Explain, justify, or discuss public issues.*

**Measurement Criteria:** *Employ presentation techniques to handle difficult interviews and political situations.*

**Measurement Criteria:** *Prepare information for the media.*

**Performance Element:** Accurately document, report, and record information to conform to legal requirements.

**Measurement Criteria:** *Secure additional or clarifying information and documentation.*

**Measurement Criteria:** *Choose exact words to precisely describe a situation.*

**Measurement Criteria:** *Integrate information about compliance with public standards.*

**Measurement Criteria:** *Recommend modifications in practices and advise on corrective action.*

**Measurement Criteria:** *Document compliance with due process of law.*

**Statement:** *Negotiate to achieve the goals of government.*

**Performance Element:** Develop international, national, state, and local networks to accomplish the governmental goals.

**Measurement Criteria:** *Identify common ground among a range of stakeholders.*

**Measurement Criteria:** *Evaluate the diversity of agencies and people in a variety of situations.*

**Measurement Criteria:** *Facilitate outcomes that are advantageous to all the parties involved.*

**Measurement Criteria:** *Develop alliances with internal and external groups.*

**Performance Element:** Interpret impact of international, national, state, or local politics on goals of governmental or public administrative agencies.

**Measurement Criteria:** *Identify the political ramifications of issues affecting the agency.*

**Measurement Criteria:** *Implement strategies to manage political ramifications.*

**Statement:** *Communicate in one or more foreign languages to reduce difficulties of performing government work with citizens whose first language is not English.*

**Performance Element:** Use Spanish or another language other than English to speak with, write to, and read materials received from persons whose first language is Spanish or another foreign language.

**Measurement Criteria:** *Speak and write Spanish or another foreign language.*

**Measurement Criteria:** *Interpret printed and electronic media, audio and visual information in a non-English language.*

**Measurement Criteria:** *Translate accurately from Spanish or another foreign language.*

**Measurement Criteria:** *Apply the functions and structure of one language to study another language.*

# Government and Public Administration

## Cluster Knowledge and Skill Statement

### Problem Solving and Critical Thinking

**Statement:** *Apply democratic principles in the process of governmental and administrative policy making to achieve the public will.*

**Performance Element:** Employ governmental decision-making processes to achieve desired objectives.

**Measurement Criteria:** *Visibly support policies, programs, and ideals.*

**Measurement Criteria:** *Work with elected officials, interest groups, and the public.*

**Measurement Criteria:** *Generate consensus among and within diverse groups.*

**Measurement Criteria:** *Assess programs, organizations, and activities to effectively engage the political and institutional environment.*

**Measurement Criteria:** *Recognize crossover relationships and multiple causes of issues.*

**Measurement Criteria:** *Assist with analysis and drafting or refinement of regulations, policies, procedures, and/or processes.*

**Measurement Criteria:** *Assist with analysis and drafting or refinement of legislative measures.*

**Measurement Criteria:** *Plan for anticipated consequences of policy decisions.*

## Cluster Knowledge and Skill Statement

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### Information Technology Applications

**Statement:** *Exploit technologies to achieve common objectives of government and public administration.*

**Performance Element:** Access appropriate information technologies to accomplish tasks in government and public administration.

**Measurement Criteria:** *Integrate technologies suitable for the application.*

**Measurement Criteria:** *Analyze issues using most appropriate information technology.*

**Measurement Criteria:** *Innovate to create new knowledge.*

## Cluster Knowledge and Skill Statement

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### Systems

**Statement:** *Analyze the systemic relationships of government and public administration agencies to achieve strategic objectives.*

**Performance Element:** Assess the interrelated nature of complex international, national, state, and local governmental and public administrative systems to serve the public interest.

**Measurement Criteria:** *Compare organizational similarities.*

**Measurement Criteria:** *Contrast differences.*

**Measurement Criteria:** *Delineate intergovernmental and private contractor relationships.*

**Measurement Criteria:** *Educate the public about government systems and their functions.*

# Government and Public Administration

## Cluster Knowledge and Skill Statement

### Safety, Health, and Environmental

**Statement:** *Implement plans and policies to respond to health, safety and environmental needs.*

**Performance Element:** Carry out policy to ensure public well being and environmental protection

**Measurement Criteria:** *Evaluate the roles of organizations that impact the well being of the public and the environment.*

**Measurement Criteria:** *Form partnerships that ensure the best utilization of resources.*

**Measurement Criteria:** *Implement programs to protect the public and the environment.*

**Measurement Criteria:** *Ensure compliance.*

**Statement:** *Evaluate environments to identify hazards and determine abatement strategies.*

**Performance Element:** Establish safety standards and practices to ensure public safety.

**Measurement Criteria:** *Evaluate safety hazards in the environment.*

**Measurement Criteria:** *Formulate abatement actions.*

**Performance Element:** Coordinate with the Department of Homeland Security and other security agencies to implement homeland security.

**Measurement Criteria:** *Support partnerships with international, national, state and local governments, the private sector, and citizens to share responsibility for homeland security.*

**Measurement Criteria:** *Comply with federal preparedness standards and directives.*

# Government and Public Administration

## Cluster Knowledge and Skill Statement

### Leadership and Teamwork

**Statement:** *Lead a government or public administration agency to develop an organizational vision and strategic plan.*

**Performance Element:** Incorporate the vision and strategic plan into the activities of the agency.

**Measurement Criteria:** *Act as a catalyst for innovation in government or public administration.*

**Measurement Criteria:** *Involve stakeholders in the development of the vision.*

**Measurement Criteria:** *Identify key policies and economic, political and social trends.*

**Measurement Criteria:** *Interpret the affects of economic, political, and social trends on agency goals.*

**Measurement Criteria:** *Formulate effective strategies for reaching the goals of the organization.*

**Performance Element:** Formulate strategies to manage the interests of various stakeholders.

**Measurement Criteria:** *Recognize stakeholder interests.*

**Measurement Criteria:** *Maintain focus under adverse conditions.*

**Measurement Criteria:** *Plan effective responses to political challenges.*

**Statement:** *Design and implement human resource strategies that maximize organizational potential.*

**Performance Element:** Exercise leadership to create a culture that fosters mutual trust and confidence.

**Measurement Criteria:** *Foster a sense of organizational responsibility and commitment to public service.*

**Measurement Criteria:** *Develop staff talents.*

**Measurement Criteria:** *Encourage collegial involvement in decision making.*

**Measurement Criteria:** *Plan strategies to minimize conflict.*

**Measurement Criteria:** *Coach staff in conflict resolution.*

**Performance Element:** Organize team-building experiences to develop leadership in others.

**Measurement Criteria:** *Foster team identity.*

**Measurement Criteria:** *Coach teams to work together to achieve the goals of the agency.*

**Measurement Criteria:** *Facilitate cooperation between teams and the public.*

# Government and Public Administration

## Cluster Knowledge and Skill Statement

### Ethics and Legal Responsibilities

**Statement:** *Adopt a standard of practices sufficient to meet legal and ethical requirements and meet the public's expectations for government and public administration.*

**Performance Element:** **Comply with directives to ensure protection of confidential information while carrying out duties as a government or public administration employee.**

**Measurement Criteria:** *Practice confidentiality in accordance with legal requirements relating to privacy.*

**Measurement Criteria:** *Practice responsible public disclosure.*

**Measurement Criteria:** *Provide appropriate information to regulators and to the public as required by law.*

**Measurement Criteria:** *Retain records in compliance with government regulations.*

**Measurement Criteria:** *Comply with open meeting laws.*

**Performance Element:** **Follow regulations to ensure governmental actions are free from conflict of interest or the appearance of conflict of interest.**

**Measurement Criteria:** *Analyze situations for any appearance of conflict of interest.*

**Measurement Criteria:** *Choose behaviors that do not use a position in government or public administration for direct or indirect personal benefit.*

**Measurement Criteria:** *Disclose all interests or activities that might create or appear to create a conflict of interest.*

**Performance Element:** **Exercise ethical conduct to comply with the letter and the spirit of all laws and regulations affecting government and public administration agencies.**

**Measurement Criteria:** *Practice compliance with laws and regulations affecting government and public administration.*

**Measurement Criteria:** *Modify practices to ensure compliance with changes in laws and regulations.*

**Measurement Criteria:** *Consult with an authority when in doubt about the application or interpretation of any legal requirement.*

## Cluster Knowledge and Skill Statement

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### Employability and Career Development

**Statement:** *Develop a career plan to obtain employment and advance in government and public administration.*

**Performance Element:** Pursue appropriate opportunities to prepare for employment and advancement opportunities in government and public administration.

**Measurement Criteria:** *Apply for opportunities to complete an internship in government or public administration.*

**Measurement Criteria:** *Seek occupational experiences that prepare one for employment in government and public administration.*

**Measurement Criteria:** *Prepare a plan that will enhance lifelong learning opportunities for continued advancement.*



## Cluster Knowledge and Skill Statement

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### Technical Skills

**Statement:** *Use geographic information technology to perform duties of government and public administration.*

**Performance Element:** Operate geographic information systems to enhance analysis.

**Measurement Criteria:** *Interpret data from global positioning systems.*

**Measurement Criteria:** *Perform mapping and graphic functions.*

**Measurement Criteria:** *Analyze routes, distances, and travel times between locations.*

**Measurement Criteria:** *Plan and execute travel from place to place using geographic information.*

## Cluster Knowledge and Skill Statement

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### Fiscal Responsibilities

**Statement:** *Administer human, financial, material, and information resources in a manner that instills public trust.*

**Performance Element:** Apply accepted principles of financial management to administer budgets and programs.

**Measurement Criteria:** *Prepare, justify and administer budgets.*

**Measurement Criteria:** *Integrate cost-benefit analyses to set priorities.*

**Measurement Criteria:** *Monitor expenditures in support of programs and policies.*

**Measurement Criteria:** *Incorporate cost-effective approaches.*

**Performance Element:** Manage human resources to achieve goals.

**Measurement Criteria:** *Assess current and future staffing needs based on goals and objectives.*

**Measurement Criteria:** *Select and manage a multi-cultural workforce.*

## **Section III – Pathway Knowledge and Skills**



## **PATHWAY: Governance**

### **Pathway Topic: Policy Analysis**

**Pathway KS Statement:** *Use advanced research and organizational skills to identify factual information applicable to matters of public policy.*

**Performance Element:** Access sources recognized as reliable to obtain data and information.

**Measurement Criteria:** *Extract ideas and materials from research library resources.*

**Measurement Criteria:** *Structure and conduct interviews with experts.*

**Measurement Criteria:** *Make objective and informed use of databases.*

**Performance Element:** Use logical constructs to integrate and organize information.

**Measurement Criteria:** *Use systematic thinking to identify and contain the scope of the issue or problem at hand.*

**Pathway KS Statement:** *Develop and articulate reasoned, persuasive arguments to support public policy options or positions.*

**Performance Element:** Use recognized patterns of discourse to prepare arguments.

**Measurement Criteria:** *Use classical and modern patterns of rhetoric.*

**Measurement Criteria:** *Set aside irrelevant, distracting, or digressive material.*

**Performance Element:** Apply thought and experience to anticipate counter arguments.

**Measurement Criteria:** *Recognize differing political, social, ideological, philosophical and other perspectives.*

**Measurement Criteria:** *Subject supposed facts, statistical claims, and other information to rigorously skeptical tests.*

**Performance Element:** Use carefully selected images and figures of speech for reinforcing arguments.

**Measurement Criteria:** *Employ vivid imagery.*

**Measurement Criteria:** *Use figures of speech imaginatively but coherently.*

**Measurement Criteria:** *Conform use of material to accepted ethical standards.*

### **Pathway Topic: Leadership and Teamwork**

**Pathway KS Statement:** *Use political instincts and understanding of political processes to gain consensus for resolution of differing opinions and positions.*

**Performance Element:** Recognize and address sources of conflict among constituents, constituent groups, and governing-body peers to maintain discussion.

**Measurement Criteria:** *Identify interests associated with various individuals and groups and their representatives.*

**Measurement Criteria:** *Assess tolerance of individuals and groups for consideration of alternatives.*

**Measurement Criteria:** *Employ mediation techniques.*

**Measurement Criteria:** *Envision and offer alternative proposals that keep discussion from collapsing.*

**Performance Element:** Promote respect for ethical principles to encourage mutual regard.

**Measurement Criteria:** *Maximize openness of decision-making or problem-solving*

## Pathway Topic: Leadership and Teamwork

*process.*

## Pathway Topic: Policy Advocacy

**Pathway KS Statement:** *Advocate new policies or policy changes to gain support for: new laws, regulations, ordinances, programs, or procedures; or reform or revocation of existing laws, regulations, ordinances, programs, or procedures.*

**Performance Element:** Persuade individuals or groups to take desired actions or not to take undesired actions.

**Measurement Criteria:** *Deliver compelling arguments regarding issues or proposals.*

**Measurement Criteria:** *Make effective media presentations.*

**Measurement Criteria:** *Employ kinesthetic sensitivity and emotional intelligence to process reactions and responses and adjust appeals accordingly.*

**Measurement Criteria:** *Increase or reduce expectations of individuals or groups to coincide with desired timeliness of actions or inactions without losing support of individuals or groups.*

**Measurement Criteria:** *Motivate staff.*

**Measurement Criteria:** *Avoid ethical pitfalls.*

## **PATHWAY: National Security**

### **Pathway Topic: Training**

**Pathway KS Statement:** *Develop and implement courses to train persons who will perform tasks relating to national security.*

**Performance Element:** Manage training to enable individuals and groups to perform missions.

**Measurement Criteria:** *Have experience performing missions for which training is to be provided.*

**Measurement Criteria:** *Plan and evaluate teaching methods.*

**Measurement Criteria:** *Devise means of evaluating student progress.*

**Performance Element:** Use mission objectives to explain purposes of training.

**Measurement Criteria:** *Prepare units of instruction that recognize mission priorities.*

### **Pathway Topic: Responsibility and Authority**

**Pathway KS Statement:** *Recognize the appropriate duties, responsibilities, and authority of organization personnel at all levels to facilitate maximum utilization of human resources.*

**Performance Element:** Apply knowledge of tables of organization and other administrative systems to assign tasks and responsibilities for achievement of maximum effectiveness.

**Measurement Criteria:** *Recognize goals and objectives of organization.*

**Measurement Criteria:** *Align personnel assignments with job demands.*

**Measurement Criteria:** *Appreciate demands on personnel of tasks and responsibilities assigned.*

**Performance Element:** Evaluate performance to decide personnel recommendations.

**Measurement Criteria:** *Use evaluation systems and standards of the organization.*

**Performance Element:** Provide counseling and training/retraining to correct deficiencies affecting individual or organizational performance.

**Measurement Criteria:** *Use available counseling and training resources.*

### **Pathway Topic: Ethics**

**Pathway KS Statement:** *Provide leadership necessary to ensure compliance with rules of engagement and other applicable ethical standards.*

**Performance Element:** As necessary, provide training to ensure that all personnel are familiar with rules of engagement and other applicable ethical standards.

**Measurement Criteria:** *Master rules of engagement.*

**Measurement Criteria:** *Master U.S. and international laws, treaties, and conventions applicable to military or other security agency conduct.*

**Measurement Criteria:** *Teach training material effectively.*

**Performance Element:** Foster respect for consideration of ethical issues.

**Measurement Criteria:** *Conduct discussions of ethical issues raised by current events.*

**Performance Element:** Take necessary action to remove violators from engagement and cause enforcement of disciplinary action as prescribed by law.

**Measurement Criteria:** *Exercise working familiarity with international laws, treaties, and conventions.*

# Government and Public Administration

## Pathway Topic: Ethics

**Measurement Criteria:** *Exercise working familiarity with procedures of U.S. and international military, maritime, criminal, and civil law.*

**Measurement Criteria:** *Apply laws, rules or standards to appropriate situations.*

**Measurement Criteria:** *Recognize actions in violation of laws, rules, and standards.*

## Pathway Topic: Intelligence

**Pathway KS Statement:** **Collect and analyze information from within and outside the United States to assess opportunities and threats relevant to national security.**

**Performance Element:** Process intelligence information to brief commanders and recommend priorities for further intelligence activity.

**Measurement Criteria:** *Work within the scope and limits of the assigned mission.*

**Measurement Criteria:** *Gain familiarity with the target entities physically, psychologically, culturally, and militarily.*

**Measurement Criteria:** *Define the specific goals and intentions of foreign entities relevant to the mission.*

**Measurement Criteria:** *Study physical characteristics of areas that could become battlegrounds in time of war.*

**Measurement Criteria:** *Study foreign troop and equipment movements.*

**Measurement Criteria:** *Direct aerial and satellite observations.*

**Measurement Criteria:** *Direct ground and sea surveillance.*

**Measurement Criteria:** *Systematically analyze data received.*

**Measurement Criteria:** *Prepare intelligence reports, maps, and charts.*

**Performance Element:** Protect channels of communication to maintain the integrity of intelligence operations.

**Measurement Criteria:** *Test for security leaks.*

**Measurement Criteria:** *Intercept foreign military communications.*

**Measurement Criteria:** *Coordinate information with other national security agencies.*

## Pathway Topic: Signal Intelligence

**Pathway KS Statement:** **Translate and analyze signals to discover elements indicative of intent, plans, and operations of potentially hostile governments, groups, or individuals.**

**Performance Element:** Organize and present evidence to facilitate discovery and interpretation of actions of a potentially hostile nature.

**Measurement Criteria:** *Operate signal intelligence equipment and understand its uses and limitations.*

**Measurement Criteria:** *Encrypt and decrypt signals.*

**Measurement Criteria:** *Analyze ciphering and telecommunications protocols for hidden information.*

**Measurement Criteria:** *Relate signal information to information from other agencies and contexts.*

**Measurement Criteria:** *Discern patterns of significance and organize data.*

**Measurement Criteria:** *Identify sources of transmissions.*

## Pathway Topic: Nuclear, Biological, and Chemical Safety



## **Pathway Topic: Nuclear, Biological, and Chemical Safety**

**Pathway KS Statement: Prepare and coordinate strategies to defend against effects of chemical, biological, or nuclear (CBR) events.**

**Performance Element: Utilize information, equipment and tactics to defend self and other persons and resources from effects of CBR events.**

**Measurement Criteria:** *Make and implement plans for response to both hostile and unintended events.*

**Measurement Criteria:** *Secure equipment and supplies needed for protection against CBR effects.*

**Measurement Criteria:** *Access intelligence information to determine appropriate state of plan implementation.*

**Measurement Criteria:** *Continually access local and global intelligence, including information about weather and geophysical events.*

**Measurement Criteria:** *Maintain communications with other federal agencies and installations and with state and local authorities.*

## **PATHWAY: Foreign Service**

### **Pathway Topic: Diplomacy**

**Pathway KS Statement:** *Use knowledge of history, law, geography, natural resources, and economics; of social, political, business, and religious history and customs; and of U.S. foreign policy to advance acceptance of American positions and objectives in other countries.*

**Performance Element:** Integrate knowledge and presentational skills to represent the U.S. to host-country officials, media personnel, and traveling U.S. officials.

**Measurement Criteria:** *Provide host-country officials with information on U.S. government and culture.*

**Measurement Criteria:** *Organize exchange programs to enable future host-country decision-makers to acquire familiarity with the U.S., its institutions, customs, and culture.*

**Measurement Criteria:** *Support programs and other efforts of U.S. economic, intelligence, and other affiliate agencies.*

**Measurement Criteria:** *Arrange for U.S. experts to speak to selected audiences.*

**Measurement Criteria:** *Provide routine information services by electronic and other means.*

**Measurement Criteria:** *Address, and respond to, media personnel on matters of U.S. policy raised in conjunction with visits of U.S. officials.*

**Measurement Criteria:** *Address and respond to media personnel on matters of U.S. policy in reaction to unanticipated events.*

**Pathway KS Statement:** *Use knowledge of foreign history, law, geography, natural resources, and economics; of social, political, business, and religious history and customs; and of U.S. foreign policy to recommend new or modified U.S. Foreign Service efforts.*

**Performance Element:** Evaluate effectiveness of work to build support for U.S. positions and objectives and recommend development of, or changes to, plans, tactics, programs, and materials.

**Measurement Criteria:** *Analyze and report on responses of host-country personnel to U.S. programs, official visits.*

**Measurement Criteria:** *Analyze and report on impact of American travelers and American popular culture on host country.*

**Measurement Criteria:** *Analyze and report on expressions of opinion arising from host-country events, official statements, and political actions.*

**Measurement Criteria:** *Assess impact of, forecast, and report on host-country responses to major natural occurrences and human events.*

### **Pathway Topic: Consular Services**

**Pathway KS Statement:** *Use U.S. and host-country laws, regulations, policies, and procedures to manage administrative matters.*

**Performance Element:** Adjudicate non-U.S.-citizen applications for immigrant and non-immigrant visas.

**Measurement Criteria:** *Apply U.S. immigration laws and regulations to determine eligibility of individuals.*

**Measurement Criteria:** *Explain grounds for refusal of visas to applicants, lawyers,*

## Pathway Topic: Consular Services

*Congresspersons, and other interested parties.*

**Performance Element:** Assist U.S. citizens and nationals with resolution of problems arising from presence in host country.

**Measurement Criteria:** *Develop and maintain network of key host-country contacts.*

**Measurement Criteria:** *Negotiate arrangements.*

**Performance Element:** Access reliable sources to make determinations of nationality.

**Measurement Criteria:** *Apply identification and documentation procedures.*

**Measurement Criteria:** *Research documents and databases.*

**Measurement Criteria:** *Exchange information with other agencies.*

**Performance Element:** Apply regulations skillfully to supervise staff at embassy, consulate, or stateside bureau of the State Department.

**Measurement Criteria:** *Apply supervisory/management skills.*

**Pathway KS Statement:** *Apply knowledge of host-country laws, customs and of effective administrative practices to manage the conduct of diplomatic operations.*

**Performance Element:** Oversee matters relating to transportation, logistics, human resources, real estate, financial management, and procurement of information and other services necessary for the conduct of diplomacy.

**Measurement Criteria:** *Negotiate with host government on reciprocity issues, taxation, diplomatic status, and other matters affecting welfare, security, and status of mission.*

**Measurement Criteria:** *Procure goods and services.*

## **PATHWAY: Planning**

### **Pathway Topic: Planning Implementation**

**Pathway KS Statement:** *Coordinate complex planning to permit coherent integration of plans.*

**Performance Element:** *Implement plans to achieve benefits of investment in planning.*

**Measurement Criteria:** *Secure approval of integrated plans.*

**Measurement Criteria:** *Monitor plan progress.*

**Measurement Criteria:** *Monitor plan budgets.*

**Performance Element:** *Articulate progress to various audiences to sustain support for present activities and future plans.*

**Measurement Criteria:** *Respond to citizen and official requests for information.*

**Measurement Criteria:** *Impress public with effective, cogent presentation skills at public meetings.*

**Measurement Criteria:** *Maintain professional temperament in volatile or difficult situations.*

### **Pathway Topic: Strategic Planning**

**Pathway KS Statement:** *Develop comprehensive plans for land use, housing, parks and recreation, transportation, economic development, and public facilities to manage change.*

**Performance Element:** *Partner with citizens, interest groups, and public officials to develop a vision and generate quality-of-life standards and plans.*

**Measurement Criteria:** *Identify emerging trends and issues.*

**Measurement Criteria:** *Collect, analyze, organize, and interpret data.*

**Measurement Criteria:** *Analyze problems and compare options.*

**Measurement Criteria:** *Model alternatives.*

**Measurement Criteria:** *Identify barriers to implementation.*

**Measurement Criteria:** *Identify strategies for reaching goals.*

**Measurement Criteria:** *Develop tactics for overcoming barriers.*

### **Pathway Topic: Planning**

**Pathway KS Statement:** *Formulate plans and policies to meet social, economic, and physical needs.*

**Performance Element:** *Apply planning principles to make job, growth, population, and revenue projections.*

**Measurement Criteria:** *Manage and modify planning process.*

**Measurement Criteria:** *Relate physical design to functioning of environment.*

**Measurement Criteria:** *Generate data on present and future needs.*

**Measurement Criteria:** *Analyze legal aspects of planning, including regulatory processes and techniques.*

**Measurement Criteria:** *Assist with drafting, analysis, and refinement of regulations and procedures.*

**Measurement Criteria:** *Prepare special planning studies.*

**Measurement Criteria:** *Perform mapping and graphic functions.*

**Measurement Criteria:** *Continually update processes.*

## Pathway Topic: Planning

**Performance Element:** Analyze environment to forecast demographic and technological change.

**Measurement Criteria:** *Predict the interaction between economy, transportation, health and human services, and land regulation, and make recommendations for the future.*

**Measurement Criteria:** *Interpret and analyze local, state, and federal governments' programs and processes and make recommendations for the future.*

## **PATHWAY: Revenue and Taxation**

### **Pathway Topic: Revenue Compliance Investigation**

**Pathway KS Statement:** *Interpret laws, apply investigative principles, and follow agency procedures to examine evidence and accomplish revenue compliance.*

**Performance Element:** **Apply investigative skills to examine revenue compliance.**

**Measurement Criteria:** *Plan, organize, and conduct interviews and investigations.*

**Measurement Criteria:** *Recognize, explore, and exploit leads.*

**Measurement Criteria:** *Distinguish between relevant and irrelevant evidence and information.*

**Measurement Criteria:** *Accurately state and organize facts objectively, logically, and concisely.*

**Measurement Criteria:** *Discover and recognize evidence of crimes and violations.*

**Performance Element:** **Utilize specialized investigative techniques, devices, and equipment to enhance investigation.**

**Measurement Criteria:** *Examine business, commercial, industrial, and agency records.*

**Measurement Criteria:** *Recognize, collect, and preserve evidence.*

**Measurement Criteria:** *Maintain surveillance.*

**Measurement Criteria:** *Observe and record facts about persons, objects, and events.*

**Measurement Criteria:** *Use persuasive techniques to gain cooperation.*

**Performance Element:** **Utilize laws and legal interpretations to support search, seizure, and enforcement.**

**Measurement Criteria:** *Use subpoenas, weapons, and other ethically and legally acceptable means for compelling cooperation.*

**Measurement Criteria:** *Respect prohibited matters and follow guides concerning invasion of privacy.*

**Measurement Criteria:** *Observe rules of evidence.*

### **Pathway Topic: Analysis and Communication**

**Pathway KS Statement:** *Acquire, analyze, and disseminate information to facilitate clear and positive communication with taxpayers.*

**Performance Element:** **Document and report findings to promote factual understanding and minimize public controversy.**

**Measurement Criteria:** *Identify accounting problems.*

**Measurement Criteria:** *Analyze cost of deviation from standards.*

**Measurement Criteria:** *Coordinate work with others performing similar tasks.*

**Measurement Criteria:** *Prepare public information to minimize controversy.*

**Measurement Criteria:** *Coordinate technical support by subject-matter experts.*

**Measurement Criteria:** *Resolve problems related to assignment of information-gathering responsibilities.*

**Measurement Criteria:** *Organize information obtained.*

**Performance Element:** **Disseminate information to ensure all stakeholders have equal opportunity to be informed.**

**Measurement Criteria:** *Understand role and authority of each party.*

**Measurement Criteria:** *Direct flow of information by appropriate means.*

## **Pathway Topic: Analysis and Communication**

**Measurement Criteria:** *Structure and conduct interviews.*

**Measurement Criteria:** *Coordinate meetings.*

**Measurement Criteria:** *Acquaint interested parties with available services.*

**Measurement Criteria:** *Provide authoritative advice to appropriate parties.*

## **Pathway Topic: Problem Solving**

**Pathway KS Statement:** *Design, develop, operate, and inspect data analysis systems and procedures to discover revenue-related financial problems.*

**Performance Element:** Apply accepted principles of accounting, auditing, finance, and law to resolve tax cases.

**Measurement Criteria:** *Collect, analyze, and interpret accounting data.*

**Measurement Criteria:** *Use data to identify matters to be resolved.*

**Performance Element:** Correct noncompliant financial practices and provide means of client restitution for previous non-compliance.

**Measurement Criteria:** *Recognize noncompliant practices.*

**Measurement Criteria:** *Recommend application of administrative and judicial remedies.*

**Measurement Criteria:** *Negotiate resolution of issues.*

**Measurement Criteria:** *Oversee collection activities.*

**Measurement Criteria:** *Produce reports to provide basis for handling similar cases or audits.*

## **PATHWAY: Regulation**

### **Pathway Topic: Investigation and Enforcement**

**Pathway KS Statement:** *Enforce compliance with legal requirements and regulatory standards.*

**Performance Element:** Perform inspections to investigate the degree of compliance with regulatory standards.

**Measurement Criteria:** *Conduct dimensional, operational, and process inspections.*

**Measurement Criteria:** *Measure compliance with standards, specifications, and requirements.*

**Measurement Criteria:** *Monitor a variety of quality characteristics.*

**Performance Element:** Explore options for achieving an acceptable degree of compliance.

**Measurement Criteria:** *Research consequences of degrees of noncompliance.*

**Measurement Criteria:** *Investigate history and circumstances of violations.*

**Measurement Criteria:** *Secure expertise and make referrals as needed.*

**Performance Element:** Take corrective action to ensure compliance or terminate noncompliance.

**Measurement Criteria:** *Ensure conduct of inquiries and proceedings according to due process of law.*

**Measurement Criteria:** *Present documentation and make reports supportive of option or action taken.*

**Measurement Criteria:** *Monitor subsequent compliance.*



## **PATHWAY: Public Management and Administration**

### **Pathway Topic: Departmental Leadership**

**Pathway KS Statement:** *Align department vision, goals, and mission to support those of the agency.*

**Performance Element:** Interpret changing trends to identify key issues and options affecting agency or department.

**Measurement Criteria:** *Observe economic, political, and social trends likely to impact agency or department.*

**Performance Element:** Obtain diverse stakeholder input to build consensus vision, goals, and missions.

**Measurement Criteria:** *Develop expansive professional networks internally and with other organizations to broaden communications.*

**Measurement Criteria:** *Recruit diverse workforce in an equitable manner.*

**Measurement Criteria:** *Seek diversity of input from all stakeholders.*

**Performance Element:** Create a climate that welcomes and fosters creative thinking and innovation.

**Measurement Criteria:** *Apply innovative solutions to develop new insights into situations.*

**Pathway KS Statement:** *Design and implement strategies to maximize the potential of the department to meet its vision, goals, and missions.*

**Performance Element:** Encourage a sense of responsibility and commitment to a very high level of public service.

**Measurement Criteria:** *Apply people skills to grasp opportunities and to manage conflicts in a positive and constructive manner.*

**Measurement Criteria:** *Identify potential conflict situations, coach and guide others in conflict resolution, and implement strategies to minimize conflict.*

**Measurement Criteria:** *State expectations clearly.*

**Performance Element:** Act as catalyst to effect organizational change.

**Measurement Criteria:** *Emphasize the need to infuse understanding of vision, missions, and goals into all departmental activities.*

**Measurement Criteria:** *Help employees adapt behavior and work methods in response to new information, changing conditions, or unexpected obstacles.*

**Measurement Criteria:** *Delegate exercise of department's power and authority.*

**Measurement Criteria:** *Model risk acceptance.*

**Pathway KS Statement:** *Manage departmental budget and allocation processes to ensure that resources are applied in a manner that is consistent with department's vision, missions, and goals.*

**Performance Element:** Invite open consideration of all budget requests to build sense of fair treatment and opportunity for participation among stakeholders.

**Measurement Criteria:** *Publicize all meetings at which budget and allocation decisions are to be discussed.*

**Performance Element:** Seek validation of facts and analysis of proposals by qualified

## Pathway Topic: Departmental Leadership

professionals to ensure decisions are made with benefit of reliable information.

**Measurement Criteria:** *Obtain outside expertise as needed.*

**Performance Element:** Insist upon accountability to reassure all stakeholders about fairness.

**Measurement Criteria:** *Make periodic reports to show funds have been used for designated purposes.*

## Pathway Topic: Department-level Information Management

**Pathway KS Statement:** *Facilitate the flow of ideas and information to keep the agency and its constituency informed of departmental policies and operations.*

**Performance Element:** Make information about the department and its policies and operations readily available to minimize suspicion and misconceptions about what the department is doing.

**Measurement Criteria:** *Overcome reluctance of employees to work openly.*

**Measurement Criteria:** *Restate complex technical information or issues into language the general public can understand.*

**Measurement Criteria:** *Use verbal skills effectively to explain, justify, or discuss public issues.*

**Measurement Criteria:** *Use presentation techniques effectively to handle difficult interviews and situations.*

## Pathway Topic: Planning and Innovation

**Pathway KS Statement:** *Utilize agency expertise to help elected officials and others identify, implement, and achieve common goals and objectives.*

**Performance Element:** Devise plans that respond to public needs in an equitable and effective manner.

**Measurement Criteria:** *Obtain relevant data from reliable sources.*

**Measurement Criteria:** *Apply pertinent research and analytical methodology.*

**Performance Element:** Identify and study barriers to implementation of plans to find ways to overcome the barriers or revise the plans as appropriate.

**Measurement Criteria:** *Assess impact of probable changes on the public.*

## Pathway Topic: Finance

**Pathway KS Statement:** *Use analysis, planning, and fiscal services to fund agency priorities.*

**Performance Element:** Interpret financial requirements of existing, planned, and contemplated programs or program options to predict short-term and long-term funding demands.

**Measurement Criteria:** *Estimate costs according to standards for government accounting.*

**Measurement Criteria:** *Propose options over a range of cost requirements.*

**Measurement Criteria:** *Analyze government resources to find possibilities for new or increased funding of programs.*

**Performance Element:** Conduct operations necessary to sustain implemented programs for authorized time period.

# Government and Public Administration

## Pathway Topic: Finance

**Measurement Criteria:** *Prepare and administer budgets.*

**Measurement Criteria:** *Operate accounting systems in compliance with standards for government agency accounting.*

**Measurement Criteria:** *Disburse monies.*

**Measurement Criteria:** *Prepare financial reports.*

**Measurement Criteria:** *Arrange for audits as directed.*

## Pathway Topic: Government Procurement

**Pathway KS Statement:** *Develop and manage plans and systems to meet agency needs without wasting funds or engaging in unethical behavior.*

**Performance Element:** Establish plans and schedules for the acquisition of goods and services.

**Measurement Criteria:** *Assist internal customers with research of market potential to fulfill procurement requirements.*

**Measurement Criteria:** *Develop event schedules for the public announcement of procurement requirements.*

**Measurement Criteria:** *Allocate people, equipment, and resources to fulfill plans and meet customer and business requirements.*

**Measurement Criteria:** *Recommend process changes to improve vendor reliability and performance.*

**Measurement Criteria:** *Supervise the preparation and preservation of reports and other procurement documents required by law or policy or desired by management.*

**Pathway KS Statement:** *Announce procurement requirements and procedures and publicly release solicitations for bids or proposals to ensure fairness, achieve socio-economic acquisition objectives, and use tax monies efficiently.*

**Performance Element:** Ensure that all responsible, qualified procurement sources have access to sufficient information to prepare responsive bids, proposals, or offers.

**Measurement Criteria:** *Determine means of public announcement that will elicit interest from qualified sources.*

**Measurement Criteria:** *Identify and assist sources that match stated socio-economic criteria.*

**Pathway KS Statement:** *Evaluate bids and proposals to make awards consistent with requirements of procurement process.*

**Performance Element:** Establish and announce evaluation criteria to ensure fairness.

**Measurement Criteria:** *Manage evaluation process to ensure each bid, proposal, or offer is evaluated completely in terms of all relevant criteria.*

**Performance Element:** Supervise negotiations and other interactions with bidders and vendors to ensure fair and equitable treatment.

**Measurement Criteria:** *Clearly delineate parties' responsibilities.*

**Measurement Criteria:** *Safeguard proprietary information of bidders.*

**Measurement Criteria:** *Safeguard rights of procuring entity.*

**Pathway KS Statement:** *Administer contracts after award to ensure that the public receives what it is paying for.*

## Pathway Topic: Government Procurement

**Performance Element:** Monitor contractor performance to modify or terminate contracts as necessary.

**Measurement Criteria:** *Determine need for technical assistance with contract administration and assign or obtain services of qualified personnel.*

## Pathway Topic: Protecting and Disclosing Information

**Pathway KS Statement:** *Apply laws and policies to protect or disclose information as appropriate.*

**Performance Element:** Secure privileged information to prevent misuse.

**Measurement Criteria:** *Maintain thorough familiarity with records maintenance and retention requirements and know sources of policies.*

**Measurement Criteria:** *Explain policy background and rationale to persons denied access to certain public information.*

**Measurement Criteria:** *Establish reliable controls to prevent unauthorized access to, or release of, privileged information.*

**Measurement Criteria:** *Maintain integrity of secure records environment.*

**Performance Element:** Ensure timely and unbiased dissemination of information that is deemed open to access to serve the public good.

**Measurement Criteria:** *Afford the public equal opportunity of access to all open records.*

## **Section IV – O\*NET Crosswalk Report**



# Career Specialty/ Occupational Coding and Crosswalk

## Summary

The objective of the Career Specialty/ Occupational Coding and Crosswalk project is to accomplish two basic tasks. The first is to design and establish a classification and coding structure for the States' Career Clusters Initiative. When completed, the classification and coding structure will be compatible with existing occupational classification systems and designed in a manner that allows for easy updating and the flexibility to add additional career pathways and occupational specialties.

Once the first step is completed for each cluster, the second step is to build a linkage system or crosswalk between the new career cluster classification system and the O\*NET occupational classification system developed and operated by the U S Department of Labor. O\*NET is a nationally recognized taxonomy with detailed descriptions and a rich database of information for each occupation.

## Explanation of Crosswalk Table

The attached table lists each occupational specialty and its related O\*NET occupation. It is sequenced by career pathway and occupational specialty code. It should be noted that the relationship between an occupational specialty and its related O\*NET occupation is often not one-to-one. The O\*NET occupation is often much broader covering two or more occupational specialties. In fact, even when multiple occupational specialties are assigned, they may only represent a part of a broader O\*NET occupation.

Column 1: Lists occupational specialties that were identified by the Career Clusters Initiative. The occupational specialties are organized by cluster pathways and represent occupational titles with no definitions. They are intended to be a sample of occupations that help define the cluster and pathway.

Column 2: Represents related occupations from the O\*NET occupational coding system.

**Note: A crosswalk from the occupational specialties to the Classification of Instructional Programs (CIP) codes is forthcoming. The National Crosswalk Service Center is currently developing the CIP to O\*NET crosswalk which will be the bridge to the career cluster occupational specialties. You may access this crosswalk in the near future at: <http://www.xwalkcenter.org/>**

**Government and Public Administration Career Cluster: Occupational Specialties and Related O\*NET Occupations,  
Sequenced by Career Pathway and Occupational Specialty Code**

Occupational Specialties			Related SOC/O*NET Occupation
Code	Title	Code	Title
<b>7.10000</b>	<b>Governance (Legislators and general government executives and staff) Career Pathway</b>		
7.10010	President	11-1011.01	Government Service Executives
7.10020	Vice President	11-1011.01	Government Service Executives
7.10030	Governor	11-1011.01	Government Service Executives
7.10040	Lieutenant Governor	11-1011.01	Government Service Executives
7.10050	Mayor	11-1011.01	Government Service Executives
7.10060	Cabinet Level Secretary (Fed./ State)	11-1011.01	Government Service Executives
7.10070	Representative (Fed/State)	11-1031.00	Legislators
7.10080	Senator (Fed/State)	11-1031.00	Legislators
7.10090	Assistants, Deputies, and Chiefs of Staff	11-1011.01	Government Service Executives
7.10100	Commissioner (County, Parish, City)	11-1011.01	Government Service Executives
7.10110	Commissioner (State Agency)	11-1011.01	Government Service Executives
7.10120	Congressional Aide	43-9199.00	Office and Administrative Support Workers, All Other
7.10130	Legislative Aide	23-2099.00	Legal Support Workers, All Other
7.10140	Legislative Assistant	23-2099.00	Legal Support Workers, All Other
7.10150	Specialists (Various Agencies)	99-9999.00	To broad to classify to a specific O*NET occupation
7.10160	Lobbyists	27-3031.00	Public Relations Specialists
7.10170	Policy Advisors	99-9999.00	No comparable O*NET occupation
<b>7.20000</b>	<b>National Security Career Pathway</b>		
7.20010	Staff or Field Officers	99-9999.00	To broad to classify to a specific O*NET occupation
7.20020	Electronic Warfare Operations Officers and Specialists	99-9999.00	No comparable O*NET Occupation
7.20030	Combat Operations Officers and Specialists	55-3015.00	Command and Control Center Specialists
7.20040	Infantry Officers and Specialists	55-1016.00	Infantry Officers
7.20040	Infantry Officers and Specialists	55-3016.00	Infantry
7.20050	Field Artillery Officers and Specialists	55-3014.00	Artillery and Missile Crew Members
7.20060	Air Defense Artillery Officers and Specialists	55-3014.00	Artillery and Missile Crew Members
7.20070	Special Forces Officers and Specialists	55-1017.00	Special Forces Officers



**Government and Public Administration Career Cluster: Occupational Specialties and Related O\*NET Occupations,  
Sequenced by Career Pathway and Occupational Specialty Code**

Occupational Specialties		Related SOC/O*NET Occupation	
Code	Title	Code	Title
7.20070	Special Forces Officers and Specialists	55-3018.00	Special Forces
7.20080	Armor Officers and Specialists	55-1013.00	Armored Assault Vehicle Officers
7.20080	Armor Officers and Specialists	55-3013.00	Armored Assault Vehicle Crew Members
7.20090	Surface Ship Warfare Officer	99-9999.00	No comparable O*NET Occupation
7.20100	Submarine Officer	99-9999.00	No comparable O*NET Occupation
7.20110	Munitions Officers and Specialists	55-2012.00	First-Line Supervisors/Managers of Weapons Specialists/Crew Members
7.20120	Nuclear Weapons Officers and Specialists	99-9999.00	No comparable O*NET Occupation
7.20130	Missile and Space Systems Officers and Specialists	99-9999.00	No comparable O*NET Occupation
7.20140	Combat Control Officer.	55-3015.00	Command and Control Center Specialists
7.20150	Intelligence/Counterintelligence Agent/Specialist	99-9999.00	No comparable O*NET Occupation
7.20160	Intelligence Analyst	99-9999.00	No comparable O*NET Occupation
7.20170	Cryptographer	15-2021.00	Mathematicians
7.20180	Military Intelligence Officers and Specialists	99-9999.00	No comparable O*NET Occupation
7.20190	Signals Intelligence Officers and Specialists	99-9999.00	No comparable O*NET Occupation
7.20200	Signal Analyst	99-9999.00	No comparable O*NET Occupation
7.20210	Navigator	99-9999.00	No comparable O*NET Occupation
7.20220	Pilot	99-9999.00	No comparable O*NET Occupation
7.20230	Special Operations	55-1017.00	Special Forces Officers
7.20230	Special Operations	55-3018.00	Special Forces
7.20240	Navy SEALs	55-1017.00	Special Forces Officers
7.20240	Navy SEALs	55-3018.00	Special Forces
7.20250	Army Rangers	55-1017.00	Special Forces Officers
7.20250	Army Rangers	55-3018.00	Special Forces
7.20260	Air Commandos	55-1017.00	Special Forces Officers
7.20260	Air Commandos	55-3018.00	Special Forces
7.20270	Force Reconnoiterers	55-1017.00	Special Forces Officers
7.20270	Force Reconnoiterers	55-3018.00	Special Forces
7.20280	Counterintelligence Officer	55-1017.00	Special Forces Officers
7.20290	Clandestine/Covert Intelligence Officer	55-1017.00	Special Forces Officers

**Government and Public Administration Career Cluster: Occupational Specialties and Related O\*NET Occupations,  
Sequenced by Career Pathway and Occupational Specialty Code**

Occupational Specialties		Related SOC/O*NET Occupation	
Code	Title	Code	Title
<b>7.30000</b>	<b>Foreign Service Career Pathway</b>		
7.30010	Ambassador	11-1011.01	Government Service Executives
7.30020	Consular Officer	11-1011.01	Government Service Executives
7.30030	Foreign Service Officer	11-9199.00	Managers, All Other
7.30040	Administrative Officer	11-9199.00	Managers, All Other
7.30050	Political Officer	11-9199.00	Managers, All Other
7.30060	Economic Officer	11-9199.00	Managers, All Other
<b>7.40000</b>	<b>Planning Career Pathway</b>		
7.40010	Business/Enterprise Official	11-1011.01	Government Service Executives
7.40020	Chief of Vital Statistics	11-1011.01	Government Service Executives
7.40030	Commissioner (Various Services)	11-1011.01	Government Service Executives
7.40040	Director (Various Agencies)	11-1011.01	Government Service Executives
7.40050	Economic Development Coordinator	11-9199.00	Managers, All Other
7.40060	Federal Aid Coordinator	11-9199.00	Managers, All Other
7.40070	Census Clerk	43-9111.00	Statistical Assistants
7.40080	County Director (Various Services)	11-1011.01	Government Service Executives
7.40090	Census Enumerator	43-4111.00	Interviewers, Except Eligibility and Loan
7.40100	Planner	19-3051.00	Urban and Regional Planners
7.40110	Economic Development Specialists	19-3011.00	Economists
7.40120	Senior Planner	19-3051.00	Urban and Regional Planners
7.40130	Emergency Planner	13-1061.00	Emergency Management Specialists
7.40140	Management Analyst	13-1111.00	Management Analysts
<b>7.50000</b>	<b>Revenue and Taxation Career Pathway</b>		
7.50010	Assessor	13-2021.01	Assessors
7.50020	Auditor (State, County or City)	13-2011.02	Auditors
7.50030	Internal Revenue Investigator	13-2081.00	Tax Examiners, Collectors, and Revenue Agents
7.50040	Revenue Agent/Officer	13-2081.00	Tax Examiners, Collectors, and Revenue Agents

**Government and Public Administration Career Cluster: Occupational Specialties and Related O\*NET Occupations,  
Sequenced by Career Pathway and Occupational Specialty Code**

Occupational Specialties			Related SOC/O*NET Occupation
Code	Title	Code	Title
7.50050	Tax Examiner/Assistant/Clerk	13-2081.00	Tax Examiners, Collectors, and Revenue Agents
7.50060	Inspector General	11-1011.01	Government Service Executives
7.50070	Tax Attorney (Bankruptcy, Estate Tax, Sales Tax, Income Tax, Corporate Tax)	23-1011.00	Lawyers
7.50080	Tax Policy Analyst	13-2051.00	Financial Analysts
7.50090	Econometrician	19-3011.00	Economists
7.50100	Economist	19-3011.00	Economists
<b>7.60000</b>	<b>Regulation Career Pathway</b>		
7.60010	Business Regulation Investigator	99-9999.00	No comparable O*NET Occupation
7.60020	Chief of Field Operations	11-1011.01	Government Service Executives
7.60030	Code Inspector/Officer (Various)	47-4011.00	Construction and Building Inspectors
7.60040	Director (Various Functions)	11-1011.01	Government Service Executives
7.60050	Equal-Opportunity Officer	13-1041.03	Equal Opportunity Representatives and Officers
7.60060	Inspector (Var. Functions/Facilities)	99-9999.00	To broad to classify to a specific O*NET occupation
7.60070	Investigator/Examiner (Various)	99-9999.00	To broad to classify to a specific O*NET occupation
7.60080	Chief Bank Examiner	13-2061.00	Financial Examiners
7.60090	Bank Examiner	13-2061.00	Financial Examiners
7.60100	Aviation Safety Officer	99-9999.00	No comparable O*NET Occupation
7.60110	Border Inspector	33-3021.05	Immigration and Customs Inspectors
7.60120	Cargo Inspector	53-6051.00	Transportation Inspectors
7.60130	Child Support Officer		Child Support, Missing Persons, and Unemployment Insurance Fraud Investigators
7.60140	Election Supervisor	33-3021.04	Government Service Executives
7.60150	Enforcement Specialist	11-1011.01	Government Service Executives
		33-3021.00	Detectives and Criminal Investigators
<b>7.70000</b>	<b>Public and Nonprofit Management and Administration Career Pathway</b>		
7.70010	City Manager	11-1011.01	Government Service Executives
7.70020	City Council	11-1031.00	Legislators

**Government and Public Administration Career Cluster: Occupational Specialties and Related O\*NET Occupations,  
Sequenced by Career Pathway and Occupational Specialty Code**

Occupational Specialties			Related SOC/O*NET Occupation
Code	Title	Code	Title
7.70030	City or County Clerk	11-9199.00	Managers, All Other
7.70040	Court Administrator or Clerk	43-4031.01	Court Clerks
7.70050	Foundation Executives	11-1011.02	Private Sector Executives
7.70060	Association Executives	11-1011.02	Private Sector Executives
7.70070	Charitable Organization Executives	11-1011.02	Private Sector Executives
7.70080	Industrial Foundation Executives	11-1011.02	Private Sector Executives
7.70090	Chamber of Commerce Executives	11-1011.02	Private Sector Executives

## **Section V – Cluster Profile Advisory Committee List**



## **Career Cluster Profile**

**Cluster Name:** Government and Public Administration

**Project Lead States:** Oklahoma and District of Columbia

**Project Lead State Contact Information:**

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**Cluster Coordinators:** Curtis Shumaker and Larry Case

**Cluster Definition:** Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Public Management and Administration at the local, state, and federal levels.

**Cluster Pathways:** 1) Governance; 2) National Security; 3) Foreign Service; 4) Planning; 5) Revenue & Taxation; 6) Regulation; 7) Public Management & Administration.

**Cluster Partners:** List attached.

**Number of cluster partners in each of the following categories:**

<b>Postsecondary Education:</b>	<u>1</u>
<b>Secondary Education:</b>	<u>5</u>
<b>Business &amp; Industry</b>	<u>3</u>
<b>Labor</b>	<u>0</u>
<b>Associations</b>	<u>9</u>
<b>Government Agencies</b>	<u>16</u>



# Deliverable #1: Government & Public Administration Cluster Advisory Committee Members

Names of the Executive Committee Members are indicated in bold

Updated: January 29, 2002

Name	Job Title	Organization/ Company/School	Address	City	State, ZIP	Phone	E-mail	**Pathway
<b>Benson, Ann</b>	State Director	Oklahoma Department of Career Tech	1500 W 7th Avenue	Stillwater	OK 74074-4364	405-743-5444	abens@okcareertechn.org	All
<b>Cannon, Janice</b>	Director	District of Columbia Public Schools	825 North Capitol Street, NE, 8th Floor Career & Tech Ed	Washington	DC 20002-4232	202-442-5062	Janice.cannon@k12.dc.us	All
Carrier, David	Program Assistant for Outreach	American Planning Association	1776 Massachusetts Avenue, Northwest	Washington	DC 20036-1904	202.872.0611	dcarrier@planning.org	Planning
<b>Case, Larry</b>	Coordinator, Agricultural & Rural Education	U.S. Department of Education	330 C Street SW	Washington	DC 20202-7322	800-772-0939	lcase@affa.org Larry.Case@ed.gov	All
Dobbins, Jack L.	Grievance Manager	Oklahoma Tax Commission	Human Resources Division M. C. Connors Building 2501 N. Lincoln Boulevard	Oklahoma City	OK 74194	405-521-3167	jdobbs@oktax.state.ok.us	Revenue and Taxation
Engel, Veda	Executive Director	Association for Diplomatic Studies and Training	4000 Arlington Boulevard	Arlington	VA 22204	703-302-6991	vtengel@adst.org	Foreign Service
Eppright, Charles	Senior Procurement Analyst	Immigration and Naturalization Service	425 I Street, Northwest Suite 2208	Washington	DC 20536	202-514-5643	Charles.Eppright@usdoj.gov	Governance Planning Public Management & Administration
Feil, Scott	Executive Director	Association of the US Army Role of American Military Power	2425 Wilson Boulevard Suite 335	Arlington	VA 22201	703-841-4300	sfeil@ausa.org	National Security
Gilbert, Judith	Former School-To-	Department of Labor	Employment and Training	Washington	DC 20210	202-693-3900	jgilbert@doleta.gov	All Pathways

Name	Job Title	Organization/ Company/School	Address	City	State, ZIP	Phone	E-mail	**Pathway
	Work Program Director		Administration 2000 Constitution Avenue, Northwest Room N-4459					
<b>Gutenkauf, Karen</b>	Adult and Career Development Program Consultant	Oklahoma Department of Career Tech	1500 W 7th Avenue	Stillwater	OK 74074- 4364	405-743-5428	Kgute@okcare ertech.org	All
<b>Hamilton, Mary R.</b>	Executive Director	American Society for Public Administration	1120 G Street NW, Suite 700	Washington	DC 20005	202-585-4307	mhamilton@as panet.org	All Clusters
Jones, Douglas	Professor	The Ohio State University	School of Public Policy & Management 300 Fisher Hall 2100 Neil Avenue	Columbus	Ohio 43210- 1399	614-292-5226	Jones.1@osu.e du	Regulation
Katz, Irv	Chief Executive Officer	National Assembly of Health and Human Service Organizations	1319 F Street, Northwest Suite 601	Washington	DC 20004	202-347-2080	irv@nassembl y.org	Public Management & Administration
Kennedy, Charles Stuart "Stu"	Director, Foreign Affairs Oral History Program	Association for Diplomatic Studies and Training	4000 Arlington Boulevard	Arlington	VA 22204	703-302-6990	stukennedy@e rols.com	Foreign Service
<b>Lawrence, J. Gary</b>	President	Sustainable Strategies & Solutions, Inc.	1535 NE 90 <sup>th</sup> Street	Seattle	WA 98115- 3142	202-524-9723	jgarylawrence 1@attbi.com	All
<b>Lofthus, Margaret</b>	Recruitment Specialist	Department of Personnel State of Vermont	144 State St.	Montpelier	VT 05620	802-828-3672	mloftus@per.s tate.vt.us	All
Malmberg, Ken	Program Manager	US Coast Guard	Environmental Management Division (G-SEC-3) Office of Civil Engineering USCG Headquarters	Washington	DC 20593	202-267-6214	kmalmberg@c odt.uscg.mil	National Security
Miles, John	Regional Administrator	Occupational Safety and Health Administration	525 Griffin Street, Room 602	Dallas	TX 75202	(214) 767-4731 (214) 767-4137 FAX	John.miles@o sha.gov	Regulatory

Name	Job Title	Organization/ Company/School	Address	City	State, ZIP	Phone	E-mail	**Pathway
		United States Department of Labor						
Musgrove, Mildred	Principal	Anacostia High School – Public Service Academy	16th & R Streets, SE	Washington	DC 20020	202-645-3000		All Pathways
Nazario, Lillian	Program Analyst	District of Columbia Workforce Investment Council	609 H Street, Northeast Suite 519	Washington	DC 20002	202-698-5826	Lillian.Nazario @dc.gov	Governance
Oman, Ray	Senior Researcher in Residence	American Society for Public Administration	1120 G Street Northwest Suite 700	Washington	DC 20005- 3885	202-585-4305	roman@aspan et.org	Governance Planning Revenue & Taxation Regulation Public Management & Administration
O'Neill, Bob	President	National Academy of Public Administration	1100 New York Avenue, Northwest Suite 1090 East	Washington	DC 20005- 3934	202-347-3190	Ro'neill@napa wash.org	Governance Planning Revenue & Taxation Regulation Public Management & Administration
Paul, Rhonda	Director of Programs	Family, Career and Community Leaders of America, Inc.	1910 Association Drive	Reston	VA 20191- 1584	703-476-4900	Rpaul@fcclain c.org	Public Management and Administration Planning

Name	Job Title	Organization/ Company/School	Address	City	State, ZIP	Phone	E-mail	**Pathway
<b>Pearson, Gail</b>	Planning Specialist	Oklahoma Department of Career and Tech	1500 W. 7 <sup>th</sup> Avenue	Stillwater	OK 74074-4364	405-743-5134	gpear@okcareertech.org	All
Phelps, Jason	Government Relations Associate	National Association of State Directors of Vocational Technical Education	444 North Capitol Street, Northwest Suite 830	Washington	DC 20001	202-737-0303	jphelps@nasdvtec.org	Public Administration and Management
<b>Powell, Nathan</b>	Project Director	Oklahoma Department of Career Tech	1500 W 7th Avenue	Stillwater	OK 74074-4364	405-743-5597	npowe@okcareertech.org	All
<b>Riley, Camilla</b>	Academic and Student Services specialist	Oklahoma Department of Career Tech	1500 W 7th Avenue	Stillwater	OK 74074-4364	405-743-5428	CRILE@okcareertech.org	All
Salcido, Irasema	Director	César Chávez Public Charter High School for Public Policy	1346 Florida Avenue NW	Washington	DC 20009	202-387-6980		All Pathways
<b>Shumaker, Curtis</b>	Career Cluster Coordinator	States' Career Cluster Initiative	1500 W 7 <sup>th</sup> Avenue	Stillwater	OK 74074-4364	405-743-5198	cshum@careerclusters.org	All
Smith, David K.	Deputy Director	Oklahoma Tax Commission	M. C. Connors Building 2501 N. Lincoln Boulevard	Oklahoma City	OK 74194	405-521-3121	dsmith@oktax.state.ok.us	Revenue and Taxation
Thoms, William	Writer/Editor		2017 N. Beard Street	Shawnee	OK 74804	405-275-2514	BillShawnee@earthlink.com	All
Truhn, J. Patrick	Diplomat	Department of State	American Embassy Unit 8129 (ADMIN) FPO AP 96520-8129	Jakarta	Indonesia		TruhnJP@state.gov	Foreign Service
Valdiserri, Megan	Project Coordinator	American Planning Association	1776 Massachusetts Avenue, Northwest	Washington	DC 20036-1904	202-872-0611	mvaldiserri@planning.org	Planning

Name	Job Title	Organization/ Company/School	Address	City	State, ZIP	Phone	E-mail	**Pathway
<b>Webster, Doug</b>		Vermont Department of Education	120 State Street	Montpelier	VT 05620	802-828-5145	dwebster@doe.state.vt.us	All
Wells, Denise	Director, Center for Accountability and Performance	American Society for Public Administration	1120 G Street, Northwest Suite 700	Washington	DC 20005-3885	202-585-7878	dwells@aspanet.org	National Security, Public Administration and Management
Williams, Linda	LEA Coordinator School-to-Careers	District of Columbia Public Schools	825 N. Capitol St., N.E., Room 8085	Washington	DC 20002	202-442-5048	Linda.Williams@k12.dc.us	All



## **Section VI – Credentials**





**Deliverable #2: Government and Public Administration sample list of existing credentials**  
**(Includes licenses, education and industry certificates, as well as postsecondary degree options)**  
**Updated: August 24, 2002**

<b>Education and Industry Licenses</b>		
<b>Title/Type/Descriptor of Licensing Program</b>	<b>Licensing Organization</b>	<b>Source for Contact Information</b>
	No specific licenses found that were unique to the this cluster	

<b>Education and Industry Certificates</b>		
<b>Title/Type/Descriptor of Certification Program</b>	<b>Issuing Organization</b>	<b>Source for Contact Information</b>
<b>Certified Association Executive</b>	American Society of Association Executives (ASAE) 1575 I St. NW Washington, DC 20005	<a href="http://www.asaenet.org/cae">www.asaenet.org/cae</a>
<b>Certificate of Achievement in Leadership:</b> Leadership Fellow Leadership Executive Leadership Ambassador Leadership Statesman	The National League of Cities	<a href="http://www.nlc.org">www.nlc.org</a>
<b>Certified Planner</b>	American Institute of Certified Planners 1776 Massachusetts Ave. NW, Suite 400, Washington, DC 20036	<a href="http://www.planning.org">www.planning.org</a>
<b>Public Management &amp; Administration</b> Certified Public Manager	Certified Public Manager Consortium	<a href="http://www.cpmconsortium.org">www.cpmconsortium.org</a> <a href="http://www.cpmacademy.org">www.cpmacademy.org</a>

### **Postsecondary Degree Options**

<b>Title/Type/Descriptor of Degree Program</b>	<b>Degree Conferring Organization</b>	<b>Source for Contact Information</b>
American Government & Politics	Colleges and Universities	Classification of Instructional Programs Manual
International Relations & Affairs	Colleges and Universities	Classification of Instructional Programs Manual
Military Sciences	Colleges and Universities	Classification of Instructional Programs Manual
Military Technologies	Colleges and Universities	Classification of Instructional Programs Manual
Planning	Colleges and Universities	<a href="http://www.planning.org">www.planning.org</a>
Political Science and Government	Colleges and Universities	Classification of Instructional Programs Manual
Public Administration	Colleges and Universities	Classification of Instructional Programs Manual
Public Management	Colleges and Universities	<a href="http://www.cpmacademy.org">www.cpmacademy.org</a>
Public Policy Analysis	Colleges and Universities	Classification of Instructional Programs Manual

## **Section VII – Validation Overview/ Results**





## VALIDATION REPORT

### *Background*

Cluster advisory committees made up of business and industry representatives, secondary/postsecondary educators, associations/organizations, government agencies and other stakeholders developed and conducted an initial review of the knowledge and skills statements. From July 15, 2002 through August 15, 2002, the States' Career Clusters Initiative conducted a national online validation of the knowledge and skill statements. The validation rated the degree of commonality and importance of each statement (see tables below). Each Cluster Committee reviewed the knowledge and skill ratings as well as any written responses to a particular statement. Likewise, each committee determined the appropriate action to take with regard to this data.

### **Cluster Question:**

Question #1 : Is the knowledge and skill statement common to all <a href="#">occupations</a> across the cluster ?	Question #2 : Is the knowledge and skill statement important to workplace success and/or further education ?
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### **Pathway Question:**

Question #1 : Is the knowledge and skill statement common to all <a href="#">occupations</a> across the pathway ?	Question #2 : Is the knowledge and skill statement important to workplace success and/or further education ?
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### **Rating Key:**

<b>Question #1:</b> <input type="checkbox"/> Don't Know -N/A <input type="checkbox"/> Common to a few (25% or less) <input type="checkbox"/> Common to some (25 - 50%) <input type="checkbox"/> Common to many (51 - 75%) <input type="checkbox"/> Common to most (76 - 100%)	<b>Question #2:</b> <input type="checkbox"/> Don't Know -N/A <input type="checkbox"/> Not important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Important <input type="checkbox"/> Critical
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### *General Validation Statistics for the Eleven Clusters*

Total Number of Respondents: 1133 completed profiles, 828 completed validation

Number of States/Others Represented: All 50 states/5 other

Overall profiles of respondents:

Organization Type

Business/Industry – 17.3 %

State Agency – 13.4 %

Federal Agency – 2.4 %

Association – 6.2 %

Secondary Education – 36.5 %

Postsecondary Education – 14.1 %

Other – 10.1 %

Average # of Years of Experience: 18.3 years

### *Government and Public Administration Cluster Validation Statistics*

Total Number of Respondents: 14

Number of States/Others Represented: 7

Overall profiles of respondents:

Organization Type

Business/Industry – 14.3 %

State Agency – 28.6 %

Federal Agency – 35.7 %

Association – 21.4 %

Secondary Education – 0 %

Postsecondary Education – 0 %

Other – 0 %

Average # of Years of Experience: 18.6 years

# Cluster Responses

Ratings of "Don't Know" are not included in this report.

Cluster Responses													
Ratings of "Don't Know" are not included in this report.													
StatementCode		StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
Cluster: Government and Public Administration													
GVC01.01	Interpret and apply geographic concepts to perform governmental and public administrative functions.	Interpret and apply concepts of governance to define functions of government and public administration in society.	12	2.58	3	3	2	4	2.75	1	3	6	2
GVC01.02			12	3.33	0	3	2	7	3.08	0	2	7	3
GVC02.01	Select appropriate format to facilitate the flow of ideas and information among government, public administration, the business community, and the general public.	Negotiate to achieve the goals of government.	11	3.55	0	0	5	6	3.45	0	1	4	6
GVC02.02			11	3.45	0	2	2	7	3.64	0	0	4	7
GVC02.03			10	2.10	3	4	2	1	2.30	2	4	3	1
GVC03.01	Apply democratic principles in the process of governmental and administrative policy making to achieve the public will.	Exploit technologies to achieve common objectives of government and public administration.	11	3.18	1	1	4	5	3.18	0	1	7	3
GVC04.01			10	3.50	0	1	3	6	3.60	0	0	4	6
GVC05.01	Analyze the systemic relationships of government and public administration agencies to achieve strategic objectives.	Implement plans and policies to respond to health and environmental needs.	11	2.82	1	3	4	3	3.00	0	3	5	3
GVC06.01			11	3.00	1	2	4	4	3.18	0	3	3	5
GVC06.02	Evaluate environments to identify hazards and determine abatement strategies.	Lead a government or public administration agency to develop an organizational vision and strategic plan.	11	2.45	3	2	4	2	2.82	0	4	5	2
GVC07.01			11	3.27	2	1	0	8	3.64	0	0	4	7

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
GVC07.02	Design and implement human resource strategies that maximize organizational potential.	11	3.64	1	0	1	9	3.64	0	1	2	8
GVC08.01	Adopt a standard of practices sufficient to meet legal and ethical requirements and meet the public's expectations for government and public administration.	11	3.82	0	0	2	9	3.82	0	0	2	9
GVC08.02	Administer human, financial, material, and information resources in a manner that instills public trust.	11	3.73	0	1	1	9	3.82	0	0	2	9
GVC09.01	Develop a career plan to obtain employment and advance in government and public administration.	10	3.40	0	2	2	6	3.40	0	2	2	6
GVC10.01	Use geographic information technology to perform duties of government and public administration.	11	2.45	3	3	2	3	2.36	3	3	3	2
<b>Totals:</b>		<b>175</b>	<b>3.14</b>	<b>18</b>	<b>28</b>	<b>40</b>	<b>89</b>	<b>3.23</b>	<b>6</b>	<b>27</b>	<b>63</b>	<b>79</b>



# Pathway Response

Ratings of "Don't Know" are not included in this report.

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
<div> <div>Question #1: Is the knowledge and skill statement common to all occupations within the pathway?</div> <div>Question #2: Is the knowledge and skill statement important to workplace success and/or further education?</div> </div>												
<b>Cluster: Government and Public Administration</b>												
		<b>Pathway: Governance</b>										
GVPA01.01	Use advanced research and organizational skills to identify factual information applicable to matters public policies to be advocated.	2	3.00	0	1	0	1	4.00	0	0	0	2
GVPA01.02	Develop reasoned, persuasive arguments to support public policy options or positions.	2	4.00	0	0	0	2	4.00	0	0	0	2
GVPA02.01	Use political instincts and understanding of political processes to gain consensus for resolution of differing opinions and positions.	2	3.50	0	0	1	1	3.50	0	0	1	1
GVPA03.01	Advocate new policies or policy changes to gain support for: new laws, regulations, ordinances, programs, or procedures; or reform or revocation of existing laws, regulations, ordinances, programs, or procedures.	2	3.50	0	0	1	1	3.50	0	0	1	1
<b>Cluster: Government and Public Administration</b>												
		<b>Pathway: Defense and Intelligence</b>										
GVPB01.01	Develop and implement courses to train persons who will perform tasks relating to national security.	2	3.50	0	0	1	1	4.00	0	0	0	2
GVPB02.01	Recognize the appropriate duties, responsibilities, and authority of organization personnel at all levels to facilitate maximum utilization of human resources.	2	3.50	0	0	1	1	3.50	0	0	1	1
GVPB03.01	Provide leadership necessary to ensure compliance with rules of engagement and other applicable ethical standards.	2	3.50	0	0	1	1	3.50	0	0	1	1
GVPB04.01	Collect and analyze information from within and outside the United States to assess threats and opportunities relevant to national security.	2	3.00	0	1	0	1	4.00	0	0	0	2
GVPB05.01	Translate and analyze signals to discover elements indicative of intent, plans, and operations of potentially hostile governments, groups, or individuals.	2	2.50	1	0	0	1	4.00	0	0	0	2

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
GVVPB06.01	Prepare and coordinate strategies to defend against effects of chemical, biological, or nuclear (CBR) events.	2	2.50	1	0	0	1	4.00	0	0	0	2
<b>Cluster: Government and Public Administration</b>												
			<b>Pathway: Foreign Service</b>									
GVVPC01.01	Use knowledge of history, law, geography, natural resources, and economics; of social, political, business, and religious history and customs; and of U.S. foreign policy to advance acceptance of American positions and objectives in other countries.	2	3.00	0	0	2	0	2.50	0	1	1	0
GVVPC01.02	Use knowledge of history, law, geography, natural resources, and economics; of social, political, business, and religious history and customs; and of U.S. foreign policy to recommend modification of U.S. Foreign Service efforts.	2	1.50	1	1	0	0	2.00	0	2	0	0
GVVPC01.03	Know and use U.S. and host-country laws, regulations, policies, and procedures to manage administrative matters.	2	2.50	0	1	1	0	3.00	0	0	2	0
GVVPC01.04	Apply knowledge of host-country laws, customs and of effective administrative practices to manage the conduct of diplomatic operations.	2	3.50	0	0	1	1	2.00	1	0	1	0
<b>Cluster: Government and Public Administration</b>												
			<b>Pathway: Regional and Local Planning</b>									
GVVPD01.01	Coordinate complex planning to permit coherent integration of plans.	1	4.00	0	0	0	1	4.00	0	0	0	1
GVVPD02.01	Formulate plans and policies to meet social, economic, and physical needs.	1	4.00	0	0	0	1	4.00	0	0	0	1
<b>Cluster: Government and Public Administration</b>												
			<b>Pathway: Revenue and Taxation</b>									
GVVPE01.01	Interpret laws, apply investigative principles, and follow agency procedures to examine evidence and accomplish revenue compliance.	1	4.00	0	0	0	1	4.00	0	0	0	1
GVVPE02.01	Acquire, analyze, and, disseminate information to facilitate clear and positive communication with taxpayers.	1	4.00	0	0	0	1	4.00	0	0	0	1

StatementCode	StatementDescription	# Rsps	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
GVPE03.01	Design, develop, operate, and inspect data analysis systems and procedures to discover revenue-related financial problems.	1	3.00	0	0	1	0	3.00	0	0	1	0
Cluster: Government and Public Administration												
		Pathway: Regulation and Administration										
GVPF01.01	Develop comprehensive plans for land use, housing, parks and recreation, transportation, economic development, and public facilities to manage change.	2	2.50	1	0	0	1	2.50	1	0	0	1
GVPF02.01	Enforce compliance with legal requirements and regulatory standards.	2	4.00	0	0	0	2	4.00	0	0	0	2
Cluster: Government and Public Administration												
		Pathway: Public Management and Administration										
GVPG01.01	Align department vision, goals, and mission to support those of the agency.	8	3.38	1	1	0	6	3.63	0	1	1	6
GVPG01.02	Design and implement strategies to maximize the potential of the department to meet its vision, goals, and missions.	8	3.25	2	0	0	6	3.63	0	1	1	6
GVPG01.03	Manage departmental budget and allocation processes to ensure that resources are applied in a manner that is consistent with department's vision, missions, and goals.	8	3.25	1	1	1	5	3.50	0	1	2	5
GVPG02.01	Facilitate the flow of ideas and information to keep the agency and constituency informed of departmental policies and operations.	7	3.43	0	1	2	4	3.29	0	2	1	4
GVPG03.01	Utilize agency expertise to help elected officials and others identify, implement, and achieve common goals and objectives.	8	3.25	1	1	1	5	3.75	0	0	2	6
GVPG04.01	Provide analysis, planning, and fiscal services to fund agency priorities.	8	3.13	2	0	1	5	3.50	0	1	2	5
GVPG05.01	Develop and manage plans and systems to meet agency procurement needs without wasting funds or engaging in unethical behavior.	7	3.29	1	0	2	4	3.14	1	0	3	3

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
GVPG05.02	Announce procurement requirements and procedures and publicly release solicitations for bids or proposals to ensure fairness, achieve socio-economic acquisition objectives, and use tax monies efficiently.	8	3.13	1	1	2	4	2.88	1	1	4	2
GVPG05.03	Evaluate bids and proposals to make awards consistent with requirements of procurement process.	8	2.88	1	1	4	2	2.75	1	1	5	1
GVPG05.04	Administer contracts after award to ensure that the public receives what it is paying for.	8	2.88	1	2	2	3	3.25	1	1	1	5
GVPG06.01	Apply laws and policies to protect or disclose information as appropriate.	7	3.43	0	1	2	4	3.57	0	0	3	4
<b>Totals:</b>		<b>122</b>	<b>3.24</b>	<b>15</b>	<b>13</b>	<b>27</b>	<b>67</b>	<b>3.43</b>	<b>6</b>	<b>12</b>	<b>34</b>	<b>70</b>

## **Section VIII – Assessment Protocol Certification Protocol**



## **Deliverable #7**

### **Title: Protocol for Career Clusters Assessment**

8/5/2002 4:00 PM

#### **Definition of Career Clusters Assessment**

Assessment, within the context of the Career Clusters Initiative, is defined as *a **measurement** of what a learner should know and be able to do*. The academic and technical knowledge and skills common to all occupations and pathways within a single cluster are initially addressed in the Career Clusters Initiative. Each cluster measures or assesses a learner's knowledge and skills related to the cluster.

#### **Purpose of the Protocol for Career Clusters Assessments**

The purpose of this document is to provide:

- Minimum criteria for selecting existing assessment instruments that align to the academic and technical knowledge and skills identified for each cluster.
- Minimum criteria for developing new assessment instruments that align to the academic and technical knowledge and skills identified for each cluster.
- Minimum criteria for validating and determining reliability of assessment instruments.

#### **Functions of Career Clusters Assessment**

Career Cluster Assessment serves to

- *measure* (assess) *student achievement*, both cognitive and performance, in areas of academic and technical knowledge and skills for each cluster
- *provide the basis* for a transportable, industry-endorsed certification.

#### **Operational Guidelines for Career Clusters Assessment**

This protocol includes minimum criteria/expectations career cluster designers need to apply in the selection/development of assessment modalities. Career clusters assessment:

##### **CONTENT**

- measures all 10 Foundation knowledge and skills.
- customizes context of questions and applications to individual clusters.
- reflects a high degree of specificity of measurable knowledge and skills.
- aligns to academic standards.
- connects to post high school standards and competencies.
- is consistent with Perkins data-quality criteria.

##### **FORM**

- combines a minimum of two modalities: cognitive and performance.
- includes an item bank that can accommodate multiple applications.
- reflects quality design and clear formats.

##### **APPLICATIONS AND USES**

- offers diagnostic feedback to the learner.
- provides added value to the user (employer, post high school); not required for employment.
- affords portability of results.
- provides cues for instruction.

**ADMINISTRATION**

- validates identity of test takers through a secure system.
- affords flexible administration, e.g. single assessment per foundation cluster topic or combination of topics.
- provides flexible timing for administration.
- affords no cost or low cost to students.
- includes an affordable, user-friendly process to cover administrative costs.
- reflects an administration process that is as consistent as possible with other career cluster assessments.
- includes an affordable, user-friendly maintenance process.

**VALIDITY AND RELIABILITY**

- uses consistent, reliable, and technically strong elements.
- is recognized by business and industry.
- is recognized by post high school education and training.



## **Deliverable #8**

### **Title: Protocol for Career Clusters Certification**

8/23/2002 2:28 PM

#### **Definition of Career Clusters Certification**

Certification, within the context of the States' Career Clusters Initiative, *documents* learner achievement of the academic and technical knowledge and skills common to all pathways and occupations within a cluster. It is based on valid and reliable assessments. A certificate is recognized by employers, secondary education, and post high school education as "value added to the admissions process to further education, immediate employment process, and/or to employment advancement".

#### **Purposes of the Protocol for Careers Cluster Certification**

The purposes of this document are to provide:

- Minimum criteria for selecting existing certification programs that align to the academic and technical knowledge and skills identified for each cluster.
- Minimum criteria for developing new certification programs that align to the academic and technical knowledge and skills identified for each cluster.
- Minimum criteria for determining the value of a certification program.

#### **Functions of Career Clusters Certification**

Career Cluster Certification serves to provide a consistent, transportable method of documenting learner achievement of a Career Cluster's validated academic and technical knowledge and skills. The system is based on valid and reliable assessments.

#### **Operational Guidelines for Career Clusters Certification**

This protocol includes minimum criteria/expectations career cluster designers need to apply in the selection/development of certification processes. Career clusters certification:

- Defines the purpose and scope of the certificate.
- Bases issue of the certificate on assessed learner proficiencies and competencies related to a Career Cluster's validated academic and technical knowledge and skills.
- Requires learner to meet the assessment benchmark identified.
- Informs the public concerning the knowledge and skills of the certificate holder.
- Indicates date of issue on the certificate.
- Issues certificate from the State (State Director of Career-Technical Education or appropriate designee) if the issuing organization is a secondary or post secondary education institution.
- Issues certificate from the CEO (or an appropriate designee) of an issuing professional organization/agency/institution/company.
- Requires issuing organization to maintain a database (state and/or national) of certificate holders based on the respective term of renewal.





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